

Professionalism (Vorträge)

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Communication skills training and assessment in undergraduate medical education: medical graduates', raters', and teachers' perspectives

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Introduction: The Swiss Catalogue of Learning Objectives (SCLO) sets the framework for both communication skills (CS) teaching at Swiss medical schools and assessment of CS in the federal licensing examination (FLE). In order to find out which CS were taught during undergraduate medical training and if or how assessment might be improved we performed a needs assessment among communication skills teachers, raters and medical graduates.

Methods:

CS training: Communication skills teachers as well as graduates were asked which of 33 CS were taught during medical training.

CS assessment: All FLE raters were asked to fill in a survey on the assessment of communication skills during the FLE. Graduates, teachers, and raters were asked how assessment might be improved.

Answers were analysed descriptively when numerical or using content analysis when written.

Findings:

16 teachers (response rate 100%), 350 medical graduates (response rate 38%), and 200 raters (response rate 54%) answered the questionnaire.

CS training: Teachers and graduates considered that 9 (graduates: 6) out of 33 CS were not appropriately taught (e.g. history taking in absence of patient, communication with vulnerable patients).

CS assessment: Graduates and raters suggested adding stations focused on more challenging communication situations (e.g. breaking bad news) or asking for the simulated patient's (SP) judgment. Raters and teachers suggested improving the assessment instrument and adapting rater training.

Discussion:

CS training: Teachers and graduates have a similar view on which communication skills are being taught during medical training.

CS assessment: Raters and graduates suggest adding 'communication stations' and using the SP's judgment. Teachers and raters suggest adapting assessment instruments and rater training.

Take home message: The results of this needs assessment might be used as a basis to improve and strengthen communication skills training and assessment in all five Swiss medical schools.

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Drei Jahre longitudinales Curriculum für kommunikative Kompetenzen an der Medizinischen Fakultät Mannheim

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Einführung: In den letzten Jahren wurde den kommunikativen Kompetenzen zusehends mehr Bedeutung in den medizinischen Curricula beigemessen [2], [1]. Um die Lehre kommunikativer Inhalte an der Medizinischen Fakultät Mannheim modulübergreifend zu vereinheitlichen, wurde ein longitudinales Curriculum für kommunikative Kompetenzen entwickelt und implementiert. Untersucht wurde, wie sich die Kohorten vor bzw. nach der Einführung des neuen Curriculums in ihrer kommunikativen Kompetenz unterscheiden.

Methode: 897 Studierende haben jeweils im 3. Studienjahr im Rahmen der Semesterevaluation ihre kommunikative Kompetenz in Schulnoten selbst eingeschätzt. Die Fremdeinschätzung der kommunikativen Kompetenz erfolgte mittels einer kommunikativen OSCE-Station, ebenfalls im 3. Studienjahr. Geschulte standardisierte Patienten beurteilten die Studierenden mittels des Berliner Global Ratings [4].